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ABSTRACT

This fourth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in training and using students to tutor other students and to make presentations in the classroom. The terminal objective for the module is to direct students in instruction of other students in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED149068

MODULE

C-4

Direct Students in Instructing Other Students

MODULE C-4 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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NATIONAL INSTITUTE OF EDUCATION

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CE 014 304

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Those of us in vocational education or contemplating entry into the field have heard vocational educators say, "I learned more the first year teaching in my area than I learned in several years working in the area."

> The saying "He who teaches others, teaches himself" is very true, not only because constant repetition **impresses a fact indelibly** on the mind, but because the process of teaching in itself gives a **deeper insight** into the subject taught. . . . The gifted Joachim Fortius used to say that . . . if a student wished to make progress, he should arrange to give lessons daily in the subjects which he was studying, even if he had to hire his pupils.[1]

Vocational classroom teachers can arrange to provide their students with the opportunity to "teach others" and thus "teach themselves" by using the students to make presentations and to

tutor fellow students. This benefits the persons being tutored because they are getting individualized help. It benefits the tutors because they are having their learning reinforced and strengthened. Finally, it benefits the whole class—teacher and students alike—because they are working together as a cooperative team.

This module is designed to give you experiences which will develop your skill in training and using students to tutor other students and to make presentations in your classroom. These experiences, in turn, will help the student to teach himself/herself.

1. Alan Gartner, Mary Conway Kohler, and Frank Riessman, *Children Teach Children: Learning by Teaching* (New York, NY: Harper & Row, 1971), pp. 14–15.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, direct students in instructing other students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–23 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the advantages of, and rationale and procedures for, directing students in instructing other students (*Learning Experience I*).
2. Given case studies of teachers using students as tutors and presenters, critique the performance of those teachers (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Peers with whom you can discuss using students as presenters and tutors.

Learning Experience II

Optional

A teacher experienced in directing students in instructing other students whom you can observe.

A peer to role-play a student whom you are training in the skills needed to conduct a manipulative skill demonstration.

Learning Experience III

Required

An actual school situation in which you can direct students in instructing other students.

A resource person to assess your competency in directing students in instructing other students.

This module covers performance element numbers 83, 84 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

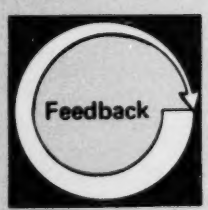
OVERVIEW

After completing the required reading, demonstrate knowledge of the advantages of, and the rationale and procedures for, directing students in instructing other students.

You will be reading the information sheet, Using Students as Tutors and Presenters, pp. 6–9.

You may wish to meet with a group of peers to discuss using students as presenters and tutors.

You will be demonstrating knowledge of the advantages of, and rationale and procedures for, directing students in instructing other students by completing the Self-Check, p. 10.



You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, p. 11.

Activity

For information on the advantages of using students to instruct other students, and on the roles and responsibilities of both teacher and students when students are used as tutors and presenters, read the following information sheet:

USING STUDENTS AS TUTORS AND PRESENTERS

Traditionally, the role of instructor was assigned to the certified teacher under contract to the school. The role of learner was assigned to the young people who were on the student roster of the school. This role definition is very restrictive. Students **can** act as instructors and teachers **can** act as learners. Using students to make presentations or to tutor other students is just such a case in point. In order to avoid having a three-ring circus in your classroom, you must know how to plan, direct, and orchestrate these activities. It's well worth the work.

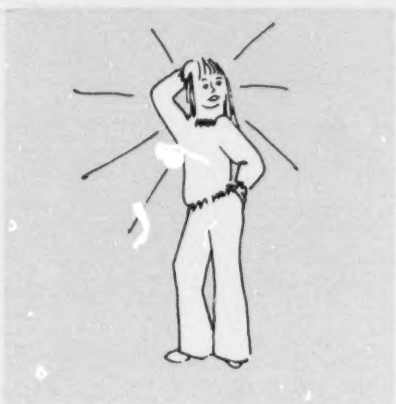
One tends to think that when students are used in teaching roles, the persons who will benefit are the class members viewing the demonstration or the student(s) being tutored. This is true. Student tutors or demonstrators tend to speak the same "language" as their peers. Those who have experienced problems themselves are usually better able to relate to other students experiencing similar problems. A student being tutored by a peer has the opportunity to have a personalized, one-to-one relationship with someone who cares enough to give him/her special attention, to explain concepts, and to give immediate and direct feedback. As a result, the students being tutored generally show the following changes:

- improved attitudes toward school
- improved performance
- improved interest
- improved motivation
- decreased absenteeism
- decreased tardiness

These changes are primarily attitudinal; however, some cognitive (knowledge) improvement is usually also made.

The real personal benefit and the real cognitive improvement is gained by the student **instructor.** Today's world gives a great deal to young people, but offers few opportunities for them to give anything back. Like Alice in Wonderland whose candy made her grow and shrink within minutes, young people are always told that they are "too old" to cry or to be silly. However, at the same time, they are told that they are "too young" to be given responsibility in such forms as driving the family car.

Instructing peers offers students an adult role and the reassurance that they are needed and can make a significant contribution. This can result in heightened self-esteem (a feeling of being more adequate as a person), greater maturity, and better self-control. Tutors also are placed in a new relationship with their teachers, one of cooperating to help a less able or less advanced student. As a result, the student instructor can develop a greater sympathy for the classroom teacher. By working with students who need help, the tutor can come to a better understanding of individual differences. His/her creativity is tapped in trying to reach the tutored student. Finally, the tutor can discover alternative ways of making an impact. He/she can discover that achieving influence is more satisfying when it is gained through activities other than coercion or rebellion.



The cognitive benefits are also numerous. A quote by Jerome Bruner will indicate why this is so:

> I went through it [quantum theory] once and looked up only to find the class full of blank faces—they had obviously not understood. I went through it a second time and they still did not understand it. And so I went through it a third time, and that time I understood it.[2]

2. Jerome Bruner, *The Process of Education* (New York, NY: Vintage Books, 1965), pp. 89f.

In order to teach a concept or a skill to another, you must **first** think through the process and analyze it carefully yourself. It is one thing for you to understand a concept. It is quite another thing to explain that concept to someone else. For example, without using your hands, try to describe a spiral staircase to someone who has never seen one. Students who learn to break down their knowledge in such a way as to teach other students gain two skills: (1) they learn **how** to learn and how to organize and manage their own learning; and (2) they reinforce their present knowledge. They become active learners and, consequently, better learners.

Thus, the concept of using students as instructors, demonstrators, or tutors is not a device to give teachers free time, nor just a device to help slower or less advanced students. Rather, it is the instructors, demonstrators, and tutors who reap the benefits, who profit, who learn. Consequently, instructing should not be limited to the star pupils. Slower learners who have finally mastered a concept or skill are often very patient and understanding with other students experiencing similar problems. Students who have never experienced such problems sometimes lack much of this patience and understanding. Furthermore, a student who has failed to master a particular skill or concept and is too proud or embarrassed to admit it or to try to learn it later, will, in fact often master that skill or concept if he/she is asked to tutor another student.

Using students as aides in the classroom can change the school from a competitive, win-lose institution to a people-oriented, cooperative community where everyone is a learner and everyone is a teacher. It can be a place where students cease to be spectators and become participants in the learning process.

Presentations/Demonstrations

A demonstration is given when one wishes to create interest in, or give information about, a concept or skill in such a way that the audience can both **see** and **hear.** Demonstrations can be used to show students a laboratory skill that they will later be required to perform themselves. A demonstration can also be used as a substitute for laboratory work when money, equipment, or time are limited.

Once a teacher has determined that a demonstration is needed, and that students will be used to assist or lead the demonstration, and once a teacher has personally planned thoroughly, a pre-planning session should be held with the students who will give the demonstration. The following decisions need to be made:

- What type of demonstration/presentation will be made?
- What is the goal of the presentation?
- What steps or main points are involved?
- What sequence should these steps be presented in?
- What points need special emphasis or explanation?
- How much time is needed for each step (to say it, and to do it) and for the total presentation?
- What equipment is needed?
- What supplies are needed?
- What type of work area is needed?
- What time(s) would be appropriate for allowing questions to be asked?

In order for your students to conduct successful demonstrations, you need to explain the criteria for effective demonstrations to them. Certain criteria, however, such as making the physical environment comfortable and introducing the demonstration, are still primarily teacher respon-

sibilities. For example, if a concept or principle were being demonstrated,[3] you as the teacher would have responsibility for—

- selecting an example of the concept which could be easily demonstrated
- relating the new concept to students' previous experiences or instruction
- defining terms or giving background information when necessary
- having students analyze a new situation in relation to the concept
- summarizing key points during the demonstration or at the conclusion of the demonstration
- determining students' comprehension of the concept by soliciting feedback

The students who were demonstrating a concept or principle would have responsibility for—

- helping to select an example of the concept which could be easily demonstrated
- setting up the demonstration where it could be easily viewed by each student
- having all materials and equipment ready for use
- performing the steps of the demonstration in a logical order
- observing students to see that they were following the demonstration
- using supplemental instructional aids to illustrate any steps which were difficult to observe

If a manipulative skill were being demonstrated,[4] you as the teacher would have responsibility for—

- making the physical environment comfortable
- introducing the demonstration with well-chosen questions
- providing explanations of (1) what was going to be demonstrated, (2) how it would fit in with what the class already knew or had experienced, and (3) how it would fit in with future activities
- defining any new terms which would be encountered during the demonstration
- motivating the class to want to learn the new skill
- making sure that the procedure followed for the operation was the one most commonly used in the field
- encouraging questions
- asking key questions throughout to ensure that the students understood the demonstration
- including some activity to summarize the steps and key points
- making sure that the demonstration lasted no more than 15–20 minutes

The students who were demonstrating a manipulative skill would have responsibility for—

- making sure that all necessary tools, materials, supplies, and visuals were organized and at hand when they were needed
- making sure that all tools, materials, supplies, and visuals were in good condition
- demonstrating each step necessary to the operation
- explaining each step as it is demonstrated
- presenting the steps in a logical order
- explaining key points or specific techniques essential to performing each step
- covering safety practices specific to the operation
- using visuals or models to clarify steps involving very small parts or intricate processes
- completing time-consuming steps ahead of time (e.g., "refrigerate batter overnight")
- presenting steps slowly enough that students do not miss key points
- making sure that every movement in the demonstration is clearly visible
- speaking clearly and making sure that all can hear
- talking to the students, and not to the materials
- performing the operation with ease
- setting up standards of workmanship by doing a thorough job

In addition to gaining knowledge of the criteria for effective demonstrations, students should also receive some instruction relating to basic public speaking principles. For example, they need to understand the importance of (1) having a pleasing appearance, (2) having a pleasing, clear, audible voice, (3) facing the audience, and (4) keeping the process clearly visible to the entire audience.

It is frequently a good idea to have a dress rehearsal before making the actual presentation. This allows students an opportunity for error and for timing the process.

Then, at the time of the actual presentation, you should introduce the student to the class and explain the purpose of the demonstration. Following the student's presentation, you should clear up

3. To gain skill in demonstrating a concept or principle, you may wish to refer to Module C–17, *Demonstrate a Concept or Principle.*

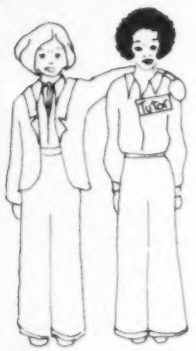
4. To gain skill in demonstrating a manipulative skill, you may wish to refer to Module C–16, *Demonstrate a Manipulative Skill.*

misunderstandings, add missing information, and reinforce key points. For the purpose of improving later presentations, you should involve the class in evaluating and constructively criticizing the presentation.

Remember, even though students may be taking on a large share of the responsibility for a presentation, the ultimate responsibility belongs to the teacher. He/she must be aware of and, at least indirectly involved in, the entire process from planning to summary.

Tutoring

Becoming a tutor does not involve a great deal of training. In fact, long, formal training can deter students from being involved, and can stifle one of the most valuable assets a tutor has—creativity. Students have been students for a long time and tend to teach as they have been taught, even if it's unpleasant. It is invariably true that when students take over teaching tasks, they not only mimic even the most stilted, routine teaching techniques, but they are often much more strict than their own teachers. Any training program you design needs to teach tutors how to plan their lessons, and needs to encourage tutors to be natural and to use their own resources to find new ways to reach the students they are tutoring.



Tutors can be used in numerous ways—

- A student who masters a skill quickly and easily can help someone who is having difficulty.
- A student who has had difficulty, but who has mastered a skill, can help someone who is experiencing similar difficulties.
- A student can be motivated to master a skill so that he/she can help someone else.
- A student who already has a skill that is about to be covered in class for the first time can become a tutor instead of a student
- Students can be paired and can switch tutoring roles of tutor and tutee depending on their competencies.
- A student tutor can be permanently assigned to another student who needs tutoring.

The teacher needs to make sure (1) that students understand the role of the tutor, (2) that materials and equipment are available, (3) that space is available, and (4) that tutors pre-plan their tutoring sessions with teacher input. If you decide to use a formal tutoring program, tutors can be required to keep logs of their sessions. In addition, tutors can be evaluated, and they can meet on a regular basis to discuss problems that have arisen and solutions to these problems.

Again, however, the ultimate responsibility for the planning and operation of the tutoring program rests with the classroom teacher. A well-planned, well-monitored program where students have an opportunity to experience both roles—that of tutor and that of tutored student—can create an extremely effective and exciting learning environment.

Once you have completed the reading, you may wish to meet with peers, perhaps some who are also taking this module and/or are in your occupational speciality, to discuss further using students as tutors and presenters. You could brainstorm for ideas on specific situtations in which students could/should be used as tutors or presenters in your occupational specialty. You could discuss techniques which could be used to involve students in these types of activities. You could draw up tentative plans for operating a tutoring program.

The following item checks your comprehension of the material in the information sheet, Using Students as Tutors and Presenters, pp. 6–9. The item requires a short, essay-type response. Please respond fully, but briefly.

SELF-CHECK

Assume that a somewhat hostile parent comes in after school and says, "I pay good tax money for you to teach my kid and now I find that you've got Bennett doing all your work. Instead of learning the skills **he** needs, he's tutoring other kids. You're letting the slow kids in your class hold my son back. And presentations! You've got my son making **your** presentations for you. What's going on here anyway? Why don't you **earn** your salary and teach my kid something?" How do you answer this parent?

Compare your written response on the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL ANSWER

You should have explained to the parent—

- that the purpose of student involvement in these activities is not to have students do your work for you
- that this involvement benefits not only the students on the receiving end, but also the students on the giving end
- that by participating in these activities, Bennett's prior learning is being reinforced and he is learning (1) how to relate well to others, (2) how to learn, and (3) how to organize and manage his own learning; he is becoming a more active student and a more involved member of a class which is working **together** toward a **mutual** goal
- that while some students are reinforcing what they have learned by helping other students who are having difficulties, the teacher is available to help a more advanced student (perhaps Bennett) who is pursuing an independent study
- that in some areas, Bennett needs a little extra help and, with the tutoring system, that individualized help is more readily available than it would be with just one teacher trying to meet the needs of 30 students in the space of a single class period
- that when students share some of the responsibility for their education, all members of the class benefit

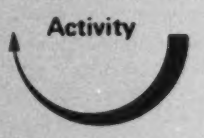
LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Using Students as Tutors and Presenters, pp. 6–9, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given case studies of teachers using students as tutors and presenters, critique the performance of those teachers.



You will be reading Case Studies, pp. 14–16, and writing critiques of the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in using students as tutors and presenters by comparing your completed critiques with the Model Critiques, pp. 17–18.

You may wish to arrange through your resource person to observe a teacher experienced in directing students in instructing other students.

You may wish to train a peer in the skills needed to conduct a manipulative skill demonstration.

The following Case Studies describe how three vocational teachers trained and/or used students as tutors or as presenters. Each case study is followed by some key questions relative to the teacher's performance. Read each case study, and critique it in writing using the questions as guides

CASE STUDIES

Case Study 1:

Mr. York relied very heavily on the demonstration method as a means for presenting information since his course involved a lot of manipulative skills. Initially, he presented the demonstrations without any student assistance. Later in the term, he would use the three-step approach: (1) he would first perform the operation and tell what was occurring; (2) he would then have a student perform the operation while he (Mr. York) told what was occurring; and (3) he would then have another student both perform the operation and tell what was occurring.

Because of this perpetual exposure to demonstrations, and because students were gradually involved in performing demonstrations, he figured that by second semester he could turn the responsibility for presenting demonstrations completely over to the students. For the first demonstration to be presented during the second semester, he picked two students. He gave them an outline of the necessary steps involved in the skill, and turned them loose to plan, prepare, set up, and present their demonstration on their own.

How effective is Mr. York's training program? How effective is the use of student presenters for the second semester? In what ways could his system be improved?

Case Study 2:

Mary Anne, a first year vocational education student, was in a program in which the teacher encouraged her students to take on tutoring responsibilities. At the beginning of the term, the teacher, Ms. Kinstle, explained to all the students in her class what the role of tutor involved. Her enthusiasm about tutoring was contagious, and the students usually came away from her explanation feeling anxious to begin. Mary Anne was a little hesitant because she knew she always caught on to things later than everyone else. She had the feeling that she'd always be tutored and never be a tutor.

During the first unit of instruction, just as Mary Anne had feared, she fell behind. She flunked the first quiz, so Ms. Kinstle assigned her a tutor. The tutor was Mary Anne's best friend, Beth. Beth came up with some really creative ideas for helping Mary Anne, but somehow nothing ever got accomplished at the tutoring sessions. When Mary Anne flunked the second quiz, Ms. Kinstle decided to take over, so she had Mary Anne stay after school for extra help. With personal help from Ms. Kinstle, Mary Anne did manage to catch up.

What are the strengths of Ms. Kinstle's tutoring program? Where did she go wrong? How do you suppose Mary Anne feels? What about Beth? What could Ms. Kinstle have done instead?

Case Study 3:

Mr. Locke, a vocational education teacher, was frustrated. He felt as if the only way he could accomplish all the things he wanted to accomplish would be to sprout about 12 more arms. Then, one day he read an article in one of his professional journals about using students as tutors. The idea fascinated him. Here was a way to provide more individual attention to the students in his class. Here was a way to keep the quicker students involved and to help the slower students keep up. Here was a way to free him up so he could work with the students who needed his help.

Mr. Locke sat down and designed a training program. The program called for his six brightest students to meet with him after school once a week for two hours. For the first four weeks, he would carefully train them to be effective teachers. He would use material from his own coursework as a teacher-in-training. After the training period, the two-hour session could be used as a seminar in which problems could be discussed and, hopefully, resolved. The session could also be used as a time in which tutors could plan experiences for their "students" with his assistance, and in which new ideas could be brainstormed.

What are the strengths and weaknesses of Mr. Locke's planned training program? . . . of the tutoring program he envisions?

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

Mr. York's training program is probably quite effective. He familiarizes the students with demonstrations by first conducting them himself, and then slowly, step by step increases the students' level of involvement. He is probably right in assuming that they should be fairly competent in **presenting** a demonstration by second semester. However, he is wrong in assuming that they are also competent in planning the demonstration, setting it up, introducing it, or summarizing the material. They have not been trained to do these tasks, nor is it necessary that they should be. These tasks are the responsibility of the teacher.

Even assuming that these students **are** capable of handling those tasks, Mr. York should have met with them to help them plan or to thoroughly review any plans they made themselves. Assuming that the students **weren't** prepared to handle these tasks, Mr. York should have met with them to explain what portions of the lesson he would be responsible for and what portions would be their responsibility. Finally, he should have made sure that they practiced the skill demonstration at least once, preferably while he was there to observe it.

Case Study 2:

Ms. Kinstle's greatest asset is her enthusiasm. By motivating the students the way she did, the success of her program is semi-guaranteed. However, after setting their creative juices flowing, she failed to carry through in the same spirit. She should have made sure that students such as Mary Anne were well aware that they would be tutors as well as tutored. She could have spent more time creating a situation in which Mary Anne viewed the opportunity to tutor as something to be worked for, as a motivating force, as a reason to succeed.

It was probably not a good idea to pair Mary Anne with her best friend. It's not surprising that it didn't work. Several things could have happened: (1) Mary Anne could have felt threatened that her best friend, her "equal," might consider her to be dumb; or (2) Beth could have been afraid to say anything to Mary Anne for fear of sounding bossy or uppity; or (3) the two friends may have had trouble spending the time on work since they had so many other things to talk about. Furthermore, Ms. Kinstle should have monitored the sessions at least periodically, so that the problem would have surfaced long before the second quiz.

When the problem was identified, she should not have solved it by taking over. Beth could easily feel as if she had failed in her tutoring, and may not wish to try again. Mary Anne could easily feel that she was so dumb that only extra special help from the teacher could save her. This is speculation, of course, but it is probably safe to say that the experience for Beth and Mary Anne was not a positive one. Ms. Kinstle should have worked with the girls to see if the problem could be resolved by them. If not, she should have helped them to see that it was not because of their incompetence—that it was simply her error in pairing friends. Then, she should have reassigned Mary Anne and Beth to partners with whom there was a greater chance of each girl having a positive, successful experience.

Case Study 3:

Mr. Locke's idea to hold a seminar on a regular basis to allow tutors to plan, discuss, and brainstorm at a time when he is available to assist them is a good one. His plan to train them as he was trained is not a good strategy. For one thing, these students are not teachers-in-training and do not need a crash course in educational methods. Secondly, formalized, structured training is contrary to the underlying purposes of tutoring: (1) to create an informal, one-to-one, helping relationship between the tutor and the one tutored; and (2) to allow the tutor to be creative in his/her tutoring efforts.

Mr. Locke's initial training sessions should be designed to provide motivation and establish broad

guidelines for the tutors, not to train teachers. Another shortcoming of his plan is his emphasis on using his six "brightest" students. It isn't wrong to do this, but it certainly is preferable to involve **all** students rather than singling out six students and designating them as "superior" to everyone else. Furthermore, since to teach is to clarify and reinforce learning, everyone should have the opportunity available to them.

LEVEL OF PERFORMANCE: Your completed critiques of the Case Studies should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Using Students as Tutors and Presenters, pp. 6–9, or check with your resource person if necessary.

You may wish to arrange through your resource person to observe a teacher who is experienced in using students as tutors or as presenters. You could observe that teacher in the process of training the students to make a presentation or to instruct other students. You might also observe the students in the process of tutoring or of making a presentation.

You may wish to ask a peer to role-play a student being trained to present a demonstration. Since the competency, "demonstrate a manipulative skill," is one needed by vocational educators, a peer (pre- or inservice vocational teacher) who lacks this competency could benefit from this training. And, you would benefit from the opportunity to provide this training. You may wish to use the criteria for effective demonstrations or the Teacher Performance Assessment Form provided in this module as guides to structure your training session.

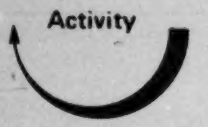
Learning Experience III

FINAL EXPERIENCE

In an **actual school situation,*** direct students in instructing other students.

As you conduct your teaching activities, decide when directing students in instructing other students could be used effectively to aid in meeting lesson objectives. Based on that decision, direct students in instructing other students. This will include—

- selecting, modifying, or developing a lesson plan which includes the use of student presenters
- planning how you will select and train the students who will be presenters and/or tutors
- selecting and training those students
- assisting student(s) in making the presentation to the class
- directing student tutors in tutoring other students who were absent from presentations, or who are having difficulty with the material presented



NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., two to four weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written lesson plan to him/her for evaluation before you and your students present the lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person review your documentation and observe the training session(s) and the presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–23.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in directing students in instructing other students.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Direct Students in Instructing Other Students (C-4)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
Demonstration / Presentation						
The teacher met with the student(s) to pre-plan:						
1. the type of presentation to be made	☐	☐	☐	☐	☐	☐
2. the goal of the presentation	☐	☐	☐	☐	☐	☐
3. the steps or major points involved and the sequence for their presentation	☐	☐	☐	☐	☐	☐
4. the points which would need special emphasis or explanation	☐	☐	☐	☐	☐	☐
5. the time needed for each step (to say it, and to do it) and for the total presentation	☐	☐	☐	☐	☐	☐
6. the equipment, supplies, and work area which would be needed	☐	☐	☐	☐	☐	☐
7. the time(s) when questions would be allowed	☐	☐	☐	☐	☐	☐
8. a time for students to practice in advance of the actual demonstration/presentation	☐	☐	☐	☐	☐	☐
In training the student to conduct a demonstration/ presentation, the teacher explained that:						
9. the demonstration should be conducted so that all students can both see and hear	☐	☐	☐	☐	☐	☐
10. all materials, equipment, etc.,must be in good condition and set up ahead of time	☐	☐	☐	☐	☐	☐
11. visual aids or models should be used to illustrate steps which would be difficult to observe or involved small parts or intricate processes	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. **each** step in the process must, in fact, be demonstrated in a logical order	☐	☐	☐	☐	☐	☐
13. each step must be thoroughly explained as it is presented	☐	☐	☐	☐	☐	☐
14. safety practices specific to the operation must be covered	☐	☐	☐	☐	☐	☐
15. if a step is time-consuming, it should be completed ahead of time	☐	☐	☐	☐	☐	☐
16. the demonstration should be practiced enough so that it is performed easily and thoroughly	☐	☐	☐	☐	☐	☐
17. the person presenting the demonstration should have a pleasing, clear, audible voice	☐	☐	☐	☐	☐	☐
18. the person presenting the demonstration should face the audience, and talk to the audience, not to the materials	☐	☐	☐	☐	☐	☐
At the time of the demonstration/presentation, the teacher:						
19. provided motivation by one or more of the following activities:						
a. explaining what was to be demonstrated, and why	☐	☐	☐	☐	☐	☐
b. relating the demonstration to what the class already knew or had experienced	☐	☐	☐	☐	☐	☐
c. relating the demonstration to future activities	☐	☐	☐	☐	☐	☐
d. defining new terms	☐	☐	☐	☐	☐	☐
e. asking well-chosen questions	☐	☐	☐	☐	☐	☐
20. introduced the student-presenter to the class	☐	☐	☐	☐	☐	☐
21. reinforced key points after the demonstration	☐	☐	☐	☐	☐	☐
22. involved the class in evaluating the demonstration	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
Tutoring						
In training the tutors, the teacher:						
23. provided training that was geared to tap each tutor's own creativity and naturalness	☐	☐	☐	☐	☐	☐
24. made sure that the students clearly understood their roles as tutors	☐	☐	☐	☐	☐	☐
25. gave tutors some training in how to pre-plan their tutoring sessions	☐	☐	☐	☐	☐	☐
As part of the training program:						
26. materials and equipment were made available to the tutors	☐	☐	☐	☐	☐	☐
27. space was made available to the tutors	☐	☐	☐	☐	☐	☐
28. the tutors had an opportunity to meet to discuss mutual tutoring problems and techniques	☐	☐	☐	☐	☐	☐
29. the tutors had adequate teacher support and assistance	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • University of Georgia • Athens, Georgia 30602 • (404) 542–2586

DOCUMENT RESUME

ED 149 068 08 CE 014 304

TITLE	Professional Teacher Education Module Series. Direct Students in Instructing Other Students, Module C-4 of Category C--Instructional Execution.
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SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
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ABSTRACT

This fourth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in training and using students to tutor other students and to make presentations in the classroom. The terminal objective for the module is to direct students in instruction of other students in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED149068

MODULE

C-4

Direct Students in Instructing Other Students

MODULE C-4 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 014 304

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
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THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Those of us in vocational education or contemplating entry into the field have heard vocational educators say, "I learned more the first year teaching in my area than I learned in several years working in the area."

> The saying "He who teaches others, teaches himself" is very true, not only because constant repetition **impresses a fact indelibly** on the mind, but because the process of teaching in itself gives a **deeper insight** into the subject taught. . . . The gifted Joachim Fortius used to say that . . . if a student wished to make progress, he should arrange to give lessons daily in the subjects which he was studying, even if he had to hire his pupils.[1]

Vocational classroom teachers can arrange to provide their students with the opportunity to "teach others" and thus "teach themselves" by using the students to make presentations and to

tutor fellow students. This benefits the persons being tutored because they are getting individualized help. It benefits the tutors because they are having their learning reinforced and strengthened. Finally, it benefits the whole class—teacher and students alike—because they are working together as a cooperative team.

This module is designed to give you experiences which will develop your skill in training and using students to tutor other students and to make presentations in your classroom. These experiences, in turn, will help the student to teach himself/herself.

1. Alan Gartner, Mary Conway Kohler, and Frank Riessman, *Children Teach Children: Learning by Teaching* (New York, NY: Harper & Row, 1971), pp. 14–15.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, direct students in instructing other students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–23 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the advantages of, and rationale and procedures for, directing students in instructing other students (*Learning Experience I*).
2. Given case studies of teachers using students as tutors and presenters, critique the performance of those teachers (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Peers with whom you can discuss using students as presenters and tutors.

Learning Experience II

Optional

A teacher experienced in directing students in instructing other students whom you can observe.

A peer to role-play a student whom you are training in the skills needed to conduct a manipulative skill demonstration.

Learning Experience III

Required

An actual school situation in which you can direct students in instructing other students.

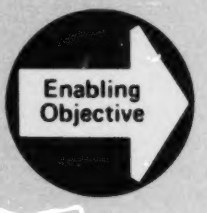
A resource person to assess your competency in directing students in instructing other students.

This module covers performance element numbers 83, 84 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



After completing the required reading, demonstrate knowledge of the advantages of, and the rationale and procedures for, directing students in instructing other students.

You will be reading the information sheet, Using Students as Tutors and Presenters, pp. 6–9.

You may wish to meet with a group of peers to discuss using students as presenters and tutors.

You will be demonstrating knowledge of the advantages of, and rationale and procedures for, directing students in instructing other students by completing the Self-Check, p. 10.

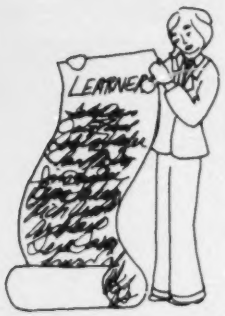
You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, p. 11.

Activity

For information on the advantages of using students to instruct other students, and on the roles and responsibilities of both teacher and students when students are used as tutors and presenters, read the following information sheet:

USING STUDENTS AS TUTORS AND PRESENTERS

Traditionally, the role of instructor was assigned to the certified teacher under contract to the school. The role of learner was assigned to the young people who were on the student roster of the school. This role definition is very restrictive. Students **can** act as instructors and teachers **can** act as learners. Using students to make presentations or to tutor other students is just such a case in point. In order to avoid having a three-ring circus in your classroom, you must know how to plan, direct, and orchestrate these activities. It's well worth the work.



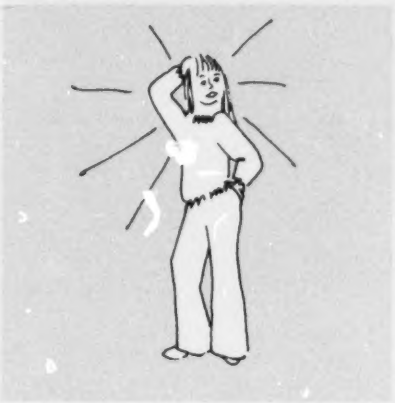
One tends to think that when students are used in teaching roles, the persons who will benefit are the class members viewing the demonstration or the student(s) being tutored. This is true. Student tutors or demonstrators tend to speak the same "language" as their peers. Those who have experienced problems themselves are usually better able to relate to other students experiencing similar problems. A student being tutored by a peer has the opportunity to have a personalized, one-to-one relationship with someone who cares enough to give him/her special attention, to explain concepts, and to give immediate and direct feedback. As a result, the students being tutored generally show the following changes:

- improved attitudes toward school
- improved performance
- improved interest
- improved motivation
- decreased absenteeism
- decreased tardiness

These changes are primarily attitudinal; however, some cognitive (knowledge) improvement is usually also made.

The real personal benefit and the real cognitive improvement is gained by the student **instructor.** Today's world gives a great deal to young people, but offers few opportunities for them to give anything back. Like Alice in Wonderland whose candy made her grow and shrink within minutes, young people are always told that they are "too old" to cry or to be silly. However, at the same time, they are told that they are "too young" to be given responsibility in such forms as driving the family car.

Instructing peers offers students an adult role and the reassurance that they are needed and can make a significant contribution. This can result in heightened self-esteem (a feeling of being more adequate as a person), greater maturity, and better self-control. Tutors also are placed in a new relationship with their teachers, one of cooperating to help a less able or less advanced student. As a result, the student instructor can develop a greater sympathy for the classroom teacher. By working with students who need help, the tutor can come to a better understanding of individual differences. His/her creativity is tapped in trying to reach the tutored student. Finally, the tutor can discover alternative ways of making an impact. He/she can discover that achieving influence is more satisfying when it is gained through activities other than coercion or rebellion.



The cognitive benefits are also numerous. A quote by Jerome Bruner will indicate why this is so:

> I went through it [quantum theory] once and looked up only to find the class full of blank faces—they had obviously not understood. I went through it a second time and they still did not understand it. And so I went through it a third time, and that time I understood it.[2]

2. Jerome Bruner, *The Process of Education* (New York, NY: Vintage Books, 1965), pp. 89f.

In order to teach a concept or a skill to another, you must **first** think through the process and analyze it carefully yourself. It is one thing for you to understand a concept. It is quite another thing to explain that concept to someone else. For example, without using your hands, try to describe a spiral staircase to someone who has never seen one. Students who learn to break down their knowledge in such a way as to teach other students gain two skills: (1) they learn **how** to learn and how to organize and manage their own learning; and (2) they reinforce their present knowledge. They become active learners and, consequently, better learners.

Thus, the concept of using students as instructors, demonstrators, or tutors is not a device to give teachers free time, nor just a device to help slower or less advanced students. Rather, it is the instructors, demonstrators, and tutors who reap the benefits, who profit, who learn. Consequently, instructing should not be limited to the star pupils. Slower learners who have finally mastered a concept or skill are often very patient and understanding with other students experiencing similar problems. Students who have never experienced such problems sometimes lack much of this patience and understanding. Furthermore, a student who has failed to master a particular skill or concept and is too proud or embarrassed to admit it or to try to learn it later, will, in fact often master that skill or concept if he/she is asked to tutor another student.

Using students as aides in the classroom can change the school from a competitive, win-lose institution to a people-oriented, cooperative community where everyone is a learner and everyone is a teacher. It can be a place where students cease to be spectators and become participants in the learning process.

Presentations/Demonstrations

A demonstration is given when one wishes to create interest in, or give information about, a concept or skill in such a way that the audience can both **see** and **hear.** Demonstrations can be used to show students a laboratory skill that they will later be required to perform themselves. A demonstration can also be used as a substitute for laboratory work when money, equipment, or time are limited.

Once a teacher has determined that a demonstration is needed, and that students will be used to assist or lead the demonstration, and once a teacher has personally planned thoroughly, a pre-planning session should be held with the students who will give the demonstration. The following decisions need to be made:

- What type of demonstration/presentation will be made?
- What is the goal of the presentation?
- What steps or main points are involved?
- What sequence should these steps be presented in?
- What points need special emphasis or explanation?
- How much time is needed for each step (to say it, and to do it) and for the total presentation?
- What equipment is needed?
- What supplies are needed?
- What type of work area is needed?
- What time(s) would be appropriate for allowing questions to be asked?

In order for your students to conduct successful demonstrations, you need to explain the criteria for effective demonstrations to them. Certain criteria, however, such as making the physical environment comfortable and introducing the demonstration, are still primarily teacher respon-

sibilities. For example, if a concept or principle were being demonstrated,[3] you as the teacher would have responsibility for—

- selecting an example of the concept which could be easily demonstrated
- relating the new concept to students' previous experiences or instruction
- defining terms or giving background information when necessary
- having students analyze a new situation in relation to the concept
- summarizing key points during the demonstration or at the conclusion of the demonstration
- determining students' comprehension of the concept by soliciting feedback

The students who were demonstrating a concept or principle would have responsibility for—

- helping to select an example of the concept which could be easily demonstrated
- setting up the demonstration where it could be easily viewed by each student
- having all materials and equipment ready for use
- performing the steps of the demonstration in a logical order
- observing students to see that they were following the demonstration
- using supplemental instructional aids to illustrate any steps which were difficult to observe

If a manipulative skill were being demonstrated,[4] you as the teacher would have responsibility for—

- making the physical environment comfortable
- introducing the demonstration with well-chosen questions
- providing explanations of (1) what was going to be demonstrated, (2) how it would fit in with what the class already knew or had experienced, and (3) how it would fit in with future activities
- defining any new terms which would be encountered during the demonstration
- motivating the class to want to learn the new skill
- making sure that the procedure followed for the operation was the one most commonly used in the field
- encouraging questions
- asking key questions throughout to ensure that the students understood the demonstration
- including some activity to summarize the steps and key points
- making sure that the demonstration lasted no more than 15–20 minutes

The students who were demonstrating a manipulative skill would have responsibility for—

- making sure that all necessary tools, materials, supplies, and visuals were organized and at hand when they were needed
- making sure that all tools, materials, supplies, and visuals were in good condition
- demonstrating each step necessary to the operation
- explaining each step as it is demonstrated
- presenting the steps in a logical order
- explaining key points or specific techniques essential to performing each step
- covering safety practices specific to the operation
- using visuals or models to clarify steps involving very small parts or intricate processes
- completing time-consuming steps ahead of time (e.g., "refrigerate batter overnight")
- presenting steps slowly enough that students do not miss key points
- making sure that every movement in the demonstration is clearly visible
- speaking clearly and making sure that all can hear
- talking to the students, and not to the materials
- performing the operation with ease
- setting up standards of workmanship by doing a thorough job

In addition to gaining knowledge of the criteria for effective demonstrations, students should also receive some instruction relating to basic public speaking principles. For example, they need to understand the importance of (1) having a pleasing appearance, (2) having a pleasing, clear, audible voice, (3) facing the audience, and (4) keeping the process clearly visible to the entire audience.

It is frequently a good idea to have a dress rehearsal before making the actual presentation. This allows students an opportunity for error and for timing the process.

Then, at the time of the actual presentation, you should introduce the student to the class and explain the purpose of the demonstration. Following the student's presentation, you should clear up

3. To gain skill in demonstrating a concept or principle, you may wish to refer to Module C–17, *Demonstrate a Concept or Principle.*

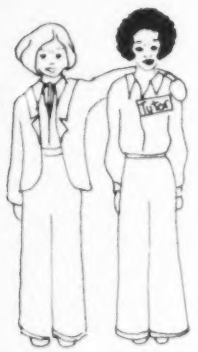
4. To gain skill in demonstrating a manipulative skill, you may wish to refer to Module C–16, *Demonstrate a Manipulative Skill.*

misunderstandings, add missing information, and reinforce key points. For the purpose of improving later presentations, you should involve the class in evaluating and constructively criticizing the presentation.

Remember, even though students may be taking on a large share of the responsibility for a presentation, the ultimate responsibility belongs to the teacher. He/she must be aware of and, at least indirectly involved in, the entire process from planning to summary.

Tutoring

Becoming a tutor does not involve a great deal of training. In fact, long, formal training can deter students from being involved, and can stifle one of the most valuable assets a tutor has—creativity. Students have been students for a long time and tend to teach as they have been taught, even if it's unpleasant. It is invariably true that when students take over teaching tasks, they not only mimic even the most stilted, routine teaching techniques, but they are often much more strict than their own teachers. Any training program you design needs to teach tutors how to plan their lessons, and needs to encourage tutors to be natural and to use their own resources to find new ways to reach the students they are tutoring.

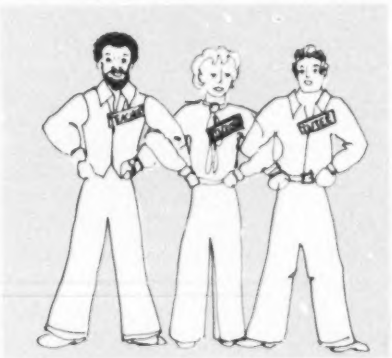


Tutors can be used in numerous ways—

- A student who masters a skill quickly and easily can help someone who is having difficulty.
- A student who has had difficulty, but who has mastered a skill, can help someone who is experiencing similar difficulties.
- A student can be motivated to master a skill so that he/she can help someone else.
- A student who already has a skill that is about to be covered in class for the first time can become a tutor instead of a student
- Students can be paired and can switch tutoring roles of tutor and tutee depending on their competencies.
- A student tutor can be permanently assigned to another student who needs tutoring.

The teacher needs to make sure (1) that students understand the role of the tutor, (2) that materials and equipment are available, (3) that space is available, and (4) that tutors pre-plan their tutoring sessions with teacher input. If you decide to use a formal tutoring program, tutors can be required to keep logs of their sessions. In addition, tutors can be evaluated, and they can meet on a regular basis to discuss problems that have arisen and solutions to these problems.

Again, however, the ultimate responsibility for the planning and operation of the tutoring program rests with the classroom teacher. A well-planned, well-monitored program where students have an opportunity to experience both roles—that of tutor, and that of tutored student—can create an extremely effective and exciting learning environment.



Once you have completed the reading, you may wish to meet with peers, perhaps some who are also taking this module and/or are in your occupational speciality, to discuss further using students as tutors and presenters. You could brainstorm for ideas on specific situtations in which students could/should be used as tutors or presenters in your occupational specialty. You could discuss techniques which could be used to involve students in these types of activities. You could draw up tentative plans for operating a tutoring program.

The following item checks your comprehension of the material in the information sheet, Using Students as Tutors and Presenters, pp. 6–9. The item requires a short, essay-type response. Please respond fully, but briefly.

SELF-CHECK

Assume that a somewhat hostile parent comes in after school and says, "I pay good tax money for you to teach my kid and now I find that you've got Bennett doing all your work. Instead of learning the skills **he** needs, he's tutoring other kids. You're letting the slow kids in your class hold my son back. And presentations! You've got my son making **your** presentations for you. What's going on here anyway? Why don't you **earn** your salary and teach my kid something?" How do you answer this parent?

Compare your written response on the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL ANSWER

You should have explained to the parent—

- that the purpose of student involvement in these activities is not to have students do your work for you
- that this involvement benefits not only the students on the receiving end, but also the students on the giving end
- that by participating in these activities, Bennett's prior learning is being reinforced and he is learning (1) how to relate well to others, (2) how to learn, and (3) how to organize and manage his own learning; he is becoming a more active student and a more involved member of a class which is working **together** toward a **mutual** goal
- that while some students are reinforcing what they have learned by helping other students who are having difficulties, the teacher is available to help a more advanced student (perhaps Bennett) who is pursuing an independent study
- that in some areas, Bennett needs a little extra help and, with the tutoring system, that individualized help is more readily available than it would be with just one teacher trying to meet the needs of 30 students in the space of a single class period
- that when students share some of the responsibility for their education, all members of the class benefit

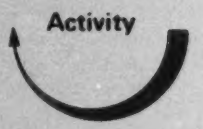
LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Using Students as Tutors and Presenters, pp. 6–9, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given case studies of teachers using students as tutors and presenters, critique the performance of those teachers.



You will be reading Case Studies, pp. 14–16, and writing critiques of the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in using students as tutors and presenters by comparing your completed critiques with the Model Critiques, pp. 17–18.

You may wish to arrange through your resource person to observe a teacher experienced in directing students in instructing other students.

You may wish to train a peer in the skills needed to conduct a manipulative skill demonstration.

The following Case Studies describe how three vocational teachers trained and/or used students as tutors or as presenters. Each case study is followed by some key questions relative to the teacher's performance. Read each case study, and critique it in writing using the questions as guides.

CASE STUDIES

Case Study 1:

Mr. York relied very heavily on the demonstration method as a means for presenting information since his course involved a lot of manipulative skills. Initially, he presented the demonstrations without any student assistance. Later in the term, he would use the three-step approach: (1) he would first perform the operation and tell what was occurring; (2) he would then have a student perform the operation while he (Mr. York) told what was occurring; and (3) he would then have another student both perform the operation and tell what was occurring.

Because of this perpetual exposure to demonstrations, and because students were gradually involved in performing demonstrations, he figured that by second semester he could turn the responsibility for presenting demonstrations completely over to the students. For the first demonstration to be presented during the second semester, he picked two students. He gave them an outline of the necessary steps involved in the skill, and turned them loose to plan, prepare, set up, and present their demonstration on their own.

How effective is Mr. York's training program? How effective is the use of student presenters for the second semester? In what ways could his system be improved?

Case Study 2:

Mary Anne, a first year vocational education student, was in a program in which the teacher encouraged her students to take on tutoring responsibilities. At the beginning of the term, the teacher, Ms. Kinstle, explained to all the students in her class what the role of tutor involved. Her enthusiasm about tutoring was contagious, and the students usually came away from her explanation feeling anxious to begin. Mary Anne was a little hesitant because she knew she always caught on to things later than everyone else. She had the feeling that she'd always be tutored and never be a tutor.

During the first unit of instruction, just as Mary Anne had feared, she fell behind. She flunked the first quiz, so Ms. Kinstle assigned her a tutor. The tutor was Mary Anne's best friend, Beth. Beth came up with some really creative ideas for helping Mary Anne, but somehow nothing ever got accomplished at the tutoring sessions. When Mary Anne flunked the second quiz, Ms. Kinstle decided to take over, so she had Mary Anne stay after school for extra help. With personal help from Ms. Kinstle, Mary Anne did manage to catch up.

What are the strengths of Ms. Kinstle's tutoring program? Where did she go wrong? How do you suppose Mary Anne feels? What about Beth? What could Ms. Kinstle have done instead?

Case Study 3:

Mr. Locke, a vocational education teacher, was frustrated. He felt as if the only way he could accomplish all the things he wanted to accomplish would be to sprout about 12 more arms. Then, one day he read an article in one of his professional journals about using students as tutors. The idea fascinated him. Here was a way to provide more individual attention to the students in his class. Here was a way to keep the quicker students involved and to help the slower students keep up. Here was a way to free him up so he could work with the students who needed his help.

Mr. Locke sat down and designed a training program. The program called for his six brightest students to meet with him after school once a week for two hours. For the first four weeks, he would carefully train them to be effective teachers. He would use material from his own coursework as a teacher-in-training. After the training period, the two-hour session could be used as a seminar in which problems could be discussed and, hopefully, resolved. The session could also be used as a time in which tutors could plan experiences for their "students" with his assistance, and in which new ideas could be brainstormed.

What are the strengths and weaknesses of Mr. Locke's planned training program? . . . of the tutoring program he envisions?

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

Mr. York's training program is probably quite effective. He familiarizes the students with demonstrations by first conducting them himself, and then slowly, step by step increases the students' level of involvement. He is probably right in assuming that they should be fairly competent in **presenting** a demonstration by second semester. However, he is wrong in assuming that they are also competent in planning the demonstration, setting it up, introducing it, or summarizing the material. They have not been trained to do these tasks, nor is it necessary that they should be. These tasks are the responsibility of the teacher.

Even assuming that these students **are** capable of handling those tasks, Mr. York should have met with them to help them plan or to thoroughly review any plans they made themselves. Assuming that the students **weren't** prepared to handle these tasks, Mr. York should have met with them to explain what portions of the lesson he would be responsible for and what portions would be their responsibility. Finally, he should have made sure that they practiced the skill demonstration at least once, preferably while he was there to observe it.

Case Study 2:

Ms. Kinstle's greatest asset is her enthusiasm. By motivating the students the way she did, the success of her program is semi-guaranteed. However, after setting their creative juices flowing, she failed to carry through in the same spirit. She should have made sure that students such as Mary Anne were well aware that they would be tutors as well as tutored. She could have spent more time creating a situation in which Mary Anne viewed the opportunity to tutor as something to be worked for, as a motivating force, as a reason to succeed.

It was probably not a good idea to pair Mary Anne with her best friend. It's not surprising that it didn't work. Several things could have happened: (1) Mary Anne could have felt threatened that her best friend, her "equal," might consider her to be dumb; or (2) Beth could have been afraid to say anything to Mary Anne for fear of sounding bossy or uppity; or (3) the two friends may have had trouble spending the time on work since they had so many other things to talk about. Furthermore, Ms. Kinstle should have monitored the sessions at least periodically, so that the problem would have surfaced long before the second quiz.

When the problem was identified, she should not have solved it by taking over. Beth could easily feel as if she had failed in her tutoring, and may not wish to try again. Mary Anne could easily feel that she was so dumb that only extra special help from the teacher could save her. This is speculation, of course, but it is probably safe to say that the experience for Beth and Mary Anne was not a positive one. Ms. Kinstle should have worked with the girls to see if the problem could be resolved by them. If not, she should have helped them to see that it was not because of their incompetence—that it was simply her error in pairing friends. Then, she should have reassigned Mary Anne and Beth to partners with whom there was a greater chance of each girl having a positive, successful experience.

Case Study 3:

Mr. Locke's idea to hold a seminar on a regular basis to allow tutors to plan, discuss, and brainstorm at a time when he is available to assist them is a good one. His plan to train them as he was trained is not a good strategy. For one thing, these students are not teachers-in-training and do not need a crash course in educational methods. Secondly, formalized, structured training is contrary to the underlying purposes of tutoring: (1) to create an informal, one-to-one, helping relationship between the tutor and the one tutored; and (2) to allow the tutor to be creative in his/her tutoring efforts.

Mr. Locke's initial training sessions should be designed to provide motivation and establish broad

guidelines for the tutors, not to train teachers. Another shortcoming of his plan is his emphasis on using his six "brightest" students. It isn't wrong to do this, but it certainly is preferable to involve **all** students rather than singling out six students and designating them as "superior" to everyone else. Furthermore, since to teach is to clarify and reinforce learning, everyone should have the opportunity available to them.

LEVEL OF PERFORMANCE: Your completed critiques of the Case Studies should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Using Students as Tutors and Presenters, pp. 6–9, or check with your resource person if necessary.

You may wish to arrange through your resource person to observe a teacher who is experienced in using students as tutors or as presenters. You could observe that teacher in the process of training the students to make a presentation or to instruct other students. You might also observe the students in the process of tutoring or of making a presentation.

You may wish to ask a peer to role-play a student being trained to present a demonstration. Since the competency, "demonstrate a manipulative skill," is one needed by vocational educators, a peer (pre- or inservice vocational teacher) who lacks this competency could benefit from this training. And, you would benefit from the opportunity to provide this training. You may wish to use the criteria for effective demonstrations or the Teacher Performance Assessment Form provided in this module as guides to structure your training session.

Learning Experience III

FINAL EXPERIENCE

In an **actual school situation,*** direct students in instructing other students.

As you conduct your teaching activities, decide when directing students in instructing other students could be used effectively to aid in meeting lesson objectives. Based on that decision, direct students in instructing other students. This will include—

- selecting, modifying, or developing a lesson plan which includes the use of student presenters
- planning how you will select and train the students who will be presenters and/or tutors
- selecting and training those students
- assisting student(s) in making the presentation to the class
- directing student tutors in tutoring other students who were absent from presentations, or who are having difficulty with the material presented

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., two to four weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written lesson plan to him/her for evaluation before you and your students present the lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person review your documentation and observe the training session(s) and the presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–23.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in directing students in instructing other students.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Direct Students in Instructing Other Students (C-4)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
Demonstration / Presentation						
The teacher met with the student(s) to pre-plan:						
1. the type of presentation to be made	☐	☐	☐	☐	☐	☐
2. the goal of the presentation	☐	☐	☐	☐	☐	☐
3. the steps or major points involved and the sequence for their presentation	☐	☐	☐	☐	☐	☐
4. the points which would need special emphasis or explanation	☐	☐	☐	☐	☐	☐
5. the time needed for each step (to say it, and to do it) and for the total presentation	☐	☐	☐	☐	☐	☐
6. the equipment, supplies, and work area which would be needed	☐	☐	☐	☐	☐	☐
7. the time(s) when questions would be allowed	☐	☐	☐	☐	☐	☐
8. a time for students to practice in advance of the actual demonstration/presentation	☐	☐	☐	☐	☐	☐
In training the student to conduct a demonstration/ presentation, the teacher explained that:						
9. the demonstration should be conducted so that all students can both see and hear	☐	☐	☐	☐	☐	☐
10. all materials, equipment, etc.,must be in good condition and set up ahead of time	☐	☐	☐	☐	☐	☐
11. visual aids or models should be used to illustrate steps which would be difficult to observe or involved small parts or intricate processes	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. **each** step in the process must, in fact, be demonstrated in a logical order	☐	☐	☐	☐	☐	☐
13. each step must be thoroughly explained as it is presented	☐	☐	☐	☐	☐	☐
14. safety practices specific to the operation must be covered	☐	☐	☐	☐	☐	☐
15. if a step is time-consuming, it should be completed ahead of time	☐	☐	☐	☐	☐	☐
16. the demonstration should be practiced enough so that it is performed easily and thoroughly	☐	☐	☐	☐	☐	☐
17. the person presenting the demonstration should have a pleasing, clear, audible voice	☐	☐	☐	☐	☐	☐
18. the person presenting the demonstration should face the audience, and talk to the audience, not to the materials	☐	☐	☐	☐	☐	☐
At the time of the demonstration/presentation, the teacher:						
19. provided motivation by one or more of the following activities:						
a. explaining what was to be demonstrated, and why	☐	☐	☐	☐	☐	☐
b. relating the demonstration to what the class already knew or had experienced	☐	☐	☐	☐	☐	☐
c. relating the demonstration to future activities	☐	☐	☐	☐	☐	☐
d. defining new terms	☐	☐	☐	☐	☐	☐
e. asking well-chosen questions	☐	☐	☐	☐	☐	☐
20. introduced the student-presenter to the class	☐	☐	☐	☐	☐	☐
21. reinforced key points after the demonstration	☐	☐	☐	☐	☐	☐
22. involved the class in evaluating the demonstration	☐	☐	☐	☐	☐	☐

Tutoring

	N/A	None	Poor	Fair	Good	Excellent
In training the tutors, the teacher:						
23. provided training that was geared to tap each tutor's own creativity and naturalness	☐	☐	☐	☐	☐	☐
24. made sure that the students clearly understood their roles as tutors	☐	☐	☐	☐	☐	☐
25. gave tutors some training in how to pre-plan their tutoring sessions	☐	☐	☐	☐	☐	☐
As part of the training program:						
26. materials and equipment were made available to the tutors	☐	☐	☐	☐	☐	☐
27. space was made available to the tutors	☐	☐	☐	☐	☐	☐
28. the tutors had an opportunity to meet to discuss mutual tutoring problems and techniques	☐	☐	☐	☐	☐	☐
29. the tutors had adequate teacher support and assistance	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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